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ABSTRACT

This guide provides background information, training recommendations, discussion questions and answers, trainee assignment sheets, and answers to the assignment sheets to accompany a 45-minute videotape of a model program for serving limited English proficiency (LEP) students. The script for the audio portion of the videotape is also included. The program is organized in seven parts, following an introduction that defines LEP and provides information on the need for programs for this population. Part I focuses on recruitment, emphasizing that a targeted recruiting effort helps LEP persons gain access to career-vocational programs. Part II emphasizes that assessment should not be used to exclude LEP persons from career-vocational programs and illustrates formal and informal methods of assessment. Part III describes and illustrates more than 15 ways for English-speaking career-vocational teachers to provide bilingual or multilingual instruction and to simplify and clarify their English for LEP students. Part IV describes vocational English as a second language (VESL), VESL lesson development, and techniques for teaching VESL. Part V emphasizes the role of counseling in programs for LEP students, and part VI provides suggestions for job placement for them. The final part explains the importance of a coordinator for the multiple facets of an LEP program. Recommendations for conducting the training workshop also are made. (KC)

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A Model Program for Serving LEP Students

Facilitator's Guide

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Sonoma State University

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A Model Program for Serving LEP Students

Facilitator's Guide

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About this Program

A Model Program for Serving LEP Students consists of:

- one 45-minute videotape (containing eight separate segments)
- a facilitator's guide (containing background information, training recommendations, discussion questions and answers, trainee assignment sheets, and answers to the assignment sheets)

The program can be used by an individual or group without a facilitator, but will be very much enhanced by a skilled facilitator who works the videotape and materials into a comprehensive workshop.

The Introduction

The Introduction or first segment (4 minutes) lays the groundwork for the need for special programs and services for LEP persons. It provides demographic information, describes the problems and needs of LEP persons, defines LEP and introduces the seven components of the model program.

Part I - Recruitment

This segment (6 minutes) emphasizes that a targeted recruiting effort helps LEP persons gain access to career-vocational programs. It illustrates ways to adapt or "multiculturalize" five standard recruiting tools for LEP persons: printed brochures and fliers, media presentations, special programs, mass media, and community outreach.

Part II - Assessment

This part (8 minutes) emphasizes that assessment should not be used to exclude LEP students form participating in career-vocational programs. It illustrates both formal and informal ways to assess language proficiency (including oral English, English literacy, and literacy in the native language) and vocational interest. It concludes with recommendations for matching assessment results with appropriate services for LEP students.

Part III - Adapted Career-Vocational Instruction

This segment (8 minutes) describes and illustrates over fifteen ways for English-speaking career-vocational teachers to provide bilingual or multilingual instruction and to

simplify and clarify their English for LEP students. It concludes with an opportunity for viewers to rate a career-vocational teacher's performance with his LEP students.

Part IV - VESL

This part (6 minutes) describes what vocational English as a second language is and demonstrates ESL and career-vocational teachers collaborating, VESL lesson development, and various modes and techniques for teaching VESL.

Part V - Counseling

This part (4 minutes) emphasizes that due to high dropout rates and increasing family problems, the counselor's role is more critical than ever. Because of language and cultural differences, LEP students present an even greater challenge. It provides counselors with tips on how to learn more about LEP students' cultures and personal lives.

Part VI - Placement

This segment (4 minutes) emphasizes that placement specialists must provide both LEP students as well as potential employers with counsel and support. It illustrates typical culture-related employability problems of LEP students and describes modes of addressing these problems.

Part VII - Coordination

This final part (4 minutes) emphasizes that someone must take responsibility for coordinating all of the components of the model program. It describes the importance of both intra- and inter-agency collaboration for securing the resources needed to serve LEP students effectively. It also illustrates the importance of the administrator to take a personal interest in the school's multicultural populations.

Recommendations for Presenting the Program

A Model Program for Serving LEP Students can be presented in two ways. It can be viewed all the way through or in segments. The first way is recommended only if the audience has already had extensive experience with all of the components of the model program and the program is serving as a review. In this case, use the "review" assignment sheet and discussion questions.

Other than for review, the tape should be presented in segments. The facilitator may wish to follow the five-step presentation format below:

1. Introduce the segment by reading the brief segment description (provided above).

2. Disseminate copies of the appropriate assignment sheet and review the questions. It is especially important for the viewers to have plenty of time to review all of the items on the "Career-Vocational Educator Performance Assessment" in Part III (Adapted Career-Vocational Instruction)."

3. Play the segment on the tape (if necessary, two times).

4. Question and review the answers with the audience (answers provided).

5. Conduct discussion and question-answer session (discussion questions and answers provided).

ASSIGNMENT SHEET

INTRODUCTION

1. About how many people in the U.S. speak a native language other than English? _____

2. About how many are L.E.P.? _____

3. What is the definition of L.E.P.?

4. What kinds of problems do LEP persons face, compared to the national average?

5. What are the 7 components of the model program?

   1. _____
   2. _____
   3. _____
   4. _____
   5. _____
   6. _____
   7. _____

ASSIGNMENT SHEET - ANSWERS

INTRODUCTION

1. About how many people in the U.S. speak a native language other than English?
   40 million

2. About how many are L.E.P.? 1/3-1/2 of the 40 million

3. What is the definition of L.E.P.?

   Persons born in a country where English is not the primary language; or raised in an environment in this country where English is not the dominant language, who as a result, have trouble understanding, speaking, reading, or writing English.

4. What kinds of problems do LEP persons face, compared to the national average?

   They are more likely to:

   -drop out of school
   -perform below the expected grade level
   -be unemployed
   -be underemployed

5. What are the 7 components of the model program?

   1. Recruitment
   2. Assessment
   3. Adapted career-vocational instruction
   4. Vocational ESL
   5. Counseling
   6. Placement
   7. Coordination

DISCUSSION QUESTIONS AND ANSWERS

INTRODUCTION

QUESTION: Why is it more important than ever for LEP persons to acquire job and English language skills?

ANSWER:
- Unskilled labor is less in demand
- The kinds of jobs available today require both technical skills and solid basic skills

QUESTION: Will the number of LEP persons increase? Why or why not?

ANSWER: Yes.

- There is an expected influx of over one million immigrants per year
- Many LEP populations have higher-than-average birthrates

ASSIGNMENT SHEET

RECRUITMENT

1. What are 3 suggestions for promoting career-vocational education programs with LEP students?

2. List the five recruiting approaches.

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

Notes:

ASSIGNMENT SHEET - ANSWERS

RECRUITMENT

1. What are 3 suggestions for promoting career-vocational education programs with LEP students?

   1. Use a wide variety of recruitment techniques.
   2. Adapt these techniques for LEP persons.
   3. Provide information of interest to them.

2. List the five recruiting approaches.

   1. Printed materials
   2. Media presentations
   3. Special programs
   4. Mass media
   5. Community outreach

Notes:

DISCUSSION QUESTIONS AND ANSWERS

RECRUITMENT

QUESTION: Why is it important to target recruitment to LEP students?

ANSWER: LEP persons do not have adequate knowledge about or access to career-vocational programs.

QUESTION: What kinds of program-related information may be of interest to LEP students?

ANSWER:
- Bilingual tutoring
- ESL instruction
- Counseling
- An equal educational opportunity statement
- Placement
- Child-care
- Transportation

QUESTION: What are some ways that fliers, brochures, and media presentations could be modified or developed to interest LEP students?

ANSWER:
- Written materials can be translated
- The audio tape in a slide-tape presentation can be translated
- Bilingual staff or students can assist with questions and answers

QUESTION: How can we find and use the non-English mass media in our efforts to recruit LEP students?

ANSWER:
- Send PSA's to foreign language newspapers
- Bring bilingual interpreter to a non-English radio or TV talk show

QUESTION: How can ethnic communities help us recruit LEP students?

ANSWER:
- They can discuss your program with members
- You can be an invited guest speaker
- They can post and disseminate your recruiting materials
- They can translate materials for you
- They can provide you with valuable cultural information about the particular population which can help you recruit them more effectively

ASSIGNMENT SHEET

ASSESSMENT

1. What are the two most important kinds of assessments?

2. What technique could a career-vocational teacher use to assess an LEP student's oral English, informally?

3. Rate the student's English proficiency level using the following scale of 1-5. _____

   1. Understands little or no English; conversation is impossible.
   2. Has difficulty understanding; usually hesitant; often forced into silence.
   3. Understands almost everything; still has strong grammar and pronunciation problems.
   4. Slight problems.
   5. Understands and speaks like a native speaker.

4. What technique could a career-vocational education teacher use to assess English literacy, informally?

5. What are ways to assess an LEP student's vocational interests?

6. Match the language level to the services.

Level 1 _____	a. bilingual instruction
2 _____	b. ESL instruction
3 _____	c. Bilingual materials
4 _____	
5 _____	

ASSIGNMENT SHEET - ANSWERS

ASSESSMENT

1. What are the two most important kinds of assessments?

   Language proficiency
   Vocational interest and aptitude

2. What technique could a career-vocational teacher use to assess an LEP student's oral English, informally?

   Oral interview with a 1-5 rating scale.

3. Rate the student's English proficiency level using the following scale of 1-5. 2-3, closer to 2.

   Although she did understand the questions, she was often hesitant and forced into silence. She also had serious grammatical problems.

4. What technique could a career-vocational education teacher use to assess English literacy, informally?

   Cloze test.

5. What are ways to assess an LEP student's vocational interests?

   -Through a translated version of a standard assessment.
   -Through an informal interest interview in the native language.

6. Match the language level to the services.

Level			
	1	a, b, c	a. bilingual instruction
	2	a, b, c	b. ESL instruction
	3	b, c	c. Bilingual materials
	4		
	5		

DISCUSSION QUESTIONS AND ANSWERS

ASSESSMENT

QUESTION: What is the purpose of assessing language proficiency?

ANSWER: To determine–

1. whether vocational assessment and instruction need to be conducted in the native language,
2. when written translations are needed,
3. whether ESL instruction is needed.

QUESTION: What 3 kinds of assessment should language assessment include?

ANSWER:
1. Oral English
2. English literacy
3. Literacy in the native language

QUESTION: Why should a student's native language literacy be assessed?

ANSWER:
1. To know whether it is worthwhile to secure written translations of materials.
2. To know how much formal education the student has had in their native language.
3. Learning to read in English may be easier if the student already has reading skills in the native language.

QUESTION: Should an assessment of English proficiency ever determine whether or when an LEP student can enter a particular career-vocational program? Why or why not?

ANSWER: No. Federal regulations state that no student may be denied access to any vocational education activity based on limited English proficiency. Access to vocational education may not be delayed, either.

ASSIGNMENT SHEET

ADAPTED CAREER-VOCATIONAL INSTRUCTION

1. What are the two main ways to adapt career-vocational instruction for LEP students?

2. List ways to provide bilingual/multilingual instruction when an instructor speaks only English.

3. List ways to simplify spoken English for LEP students.

4. Describe ways to simplify written English for LEP students.

ASSIGNMENT SHEET - ANSWERS

ADAPTED CAREER-VOCATIONAL INSTRUCTION

1. What are the two main ways to adapt career-vocational instruction for LEP students?

   - Use bilingual instruction
   - Simplify English

2. List ways to provide bilingual/multilingual instruction when an instructor speaks only English.

   - Use bilingual aides, peers, texts, dictionaries, safety signs and labels, community volunteers.
   - Greet students in their native languages
   - Learn to pronounce their names correctly
   - Get classroom materials and tests translated
   - Get foreign language teachers and students to help with translating
   - Get instruction translated onto an audio cassette or language master cards

3. List ways to simplify spoken English for LEP students.

   - Do not shout
   - Make extensive use of demonstrations
   - Avoid unnecessary slang
   - Speak at a slower pace
   - Use visual aids
   - Provide outlines of lectures
   - Use numbered sequences
   - Give and get verbal confirmation that you understood and were understood

4. Describe ways to simplify written English for LEP students.

   - Turn narratives into lists
   - Keep sentences short
   - Replace pronouns ("it") with nouns
   - Supplement with illustrations and activities
   - Use large clear print

ADAPTED CAREER-VOCATIONAL INSTRUCTION

CAREER VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT

In adapting instruction for LEP students, the teacher--	**Level of Performance**		
	Good	**Fair**	**Poor**
Provided bilingual instruction by--			
1. Greeting students in their native language	( )	( )	( )
2. pronouncing students' names correctly	( )	( )	( )
3. securing and using bilingual tutors appropriately	( )	( )	( )
4. getting translations of materials	( )	( )	( )
5. getting safety signs translated	( )	( )	( )
6. providing bilingual dictionaries	( )	( )	( )
Simplified spoken English by--			
7. speaking at a normal volume	( )	( )	( )
8. speaking a bit slower	( )	( )	( )
9. avoiding unnecessary slang	( )	( )	( )
10. using demonstrations appropriately	( )	( )	( )
11. using visual aids appropriately	( )	( )	( )
12. providing written outlines of lectures	( )	( )	( )
13. using short sentences	( )	( )	( )
14. using numbered sequences for steps	( )	( )	( )
15. using yes-no types of questions	( )	( )	( )
16. getting verbal confirmation that they understood	( )	( )	( )

DISCUSSION QUESTIONS AND ANSWERS

ADAPTED CAREER-VOCATIONAL INSTRUCTION

CAREER VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT

Most of your discussion should focus on the "Career Vocational Educator Performance Assessment." Below are the reasons behind our conclusions.

In adapting instruction for LEP students, the teacher--	**Level of Performance**		
	Good	**Fair**	**Poor**
Provided bilingual instruction by--			
1. Greeting students in their native language	( )	(X)	( )
Explanation: He greeted only Hispanic students in their native language. He neglected the Asian students.			
2. pronouncing students' names correctly	( )	(X)	( )
Explanation: He pronounced one of the Asian student's names correctly; struggled with the second; and addressed the third Asian student as "You."			
3. securing and using bilingual tutors appropriately	( )	(X)	( )
Explanation: He did, indeed, secure a bilingual peer tutor for his Spanish-speaking student, but he placed them in a distracting place. Also, he made no bilingual tutoring provisions for the Asian students.			
4. getting translations of materials	(X)	( )	( )
Explanation: He did a good job of securing auto mechanics texts in both Spanish and Vietnamese.			
5. getting safety signs translated	( )	( )	(X)
Explanation: Safety signs were in English only			
6. providing bilingual dictionaries	(X)	( )	( )
Explanation: He provided both Hispanic and Vietnamese students with bilingual dictionaries.			

Simplified spoken English by--

	Good	Fair	Poor
7. speaking at a normal volume	( )	( )	(X)

Explanation: He attempted to help an LEP student to understand a question by raising his voice.

8. speaking a bit slower	( )	(X)	( )

Explanation: He could have slowed down a bit more without becoming annoying to English-speaking students.

9. avoiding unnecessary slang	( )	( )	(X)

Explanation: He used unnecessary slang frequently. Examples:
-"cover"
-"get down and do it"
-"do the whole nine yards"

10. using demonstrations appropriately	( )	(X)	( )

Explanation: Since the class took place in the theory room, he did not really have enough equipment to make effective demonstrations. He did, however, demonstrate how the tools are used by handling the actual tools in front of the class.

11. using visual aids appropriately	(X)	( )	( )

Explanation: He showed the actual objects he was discussing.

12. providing written outlines of lectures	( )	(X)	( )

Explanation: He listed his major points clearly and briefly on the board, but did not refer to it.

13. using short sentences	( )	(X)	( )

Explanation: He needed to pause more between phrases.

14. using numbered sequences for steps	( )	(X)	( )

Explanation: Although he listed the tools he was reviewing, he did not number them. The lesson did not really lend itself to any particular kind of sequencing.

	Good	Fair	Poor
15. using yes-no types of questions	( )	( )	(X)

Explanation: He asked complicated questions that required long answers.

16. getting verbal confirmation that they understood	( )	( )	(X)

Explanation: He did not seem to care whether or not the class understood. he relied on the lack of questions to decide that they understood.

ASSIGNMENT SHEET

VESL

1. What kinds of things are taught in a VESL class?

2. What important thing has to happen before effective VESL instruction can take place?

3. What kinds of materials are used for VESL instruction?

4. What kinds of A-V aids can be used to enhance VESL instruction?

ASSIGNMENT SHEET - ANSWERS

VESL

1. What kinds of things are taught in a VESL class?

   - Technical vocabulary
   - Relevant grammar
   - Job-related cultural information

2. What important thing has to happen before effective VESL instruction can take place?

   - Collaboration or joint planning between the career-vocational and ESL instructors.

3. What kinds of materials are used for VESL instruction?

   - Adapted vocational materials and prevocational and general ESL materials.

4. What kinds of A-V aids can be used to enhance VESL instruction?

   - Computers, card readers, audio cassettes.

DISCUSSION QUESTIONS AND ANSWERS

VESL

QUESTION: What does VESL stand for?

ANSWER: Vocational English as a second language.

QUESTION: What is the purpose of VESL?

ANSWER: To teach the English language needed to survive in a career-vocational class and on a job.

QUESTION: Who should teach VESL?

ANSWER: A qualified ESL teacher

QUESTION: What kind of input is needed from career-vocational teachers in order to teach VESL?

ANSWER:

1. Which technical terms to cover
2. When topics and terms need to be covered
3. Materials and objects to help the VESL teacher cover them
4. Safety instruction

QUESTION: How are ways VESL is taught?

ANSWER:

1. If LEP students from several occupational areas are present, they can learn grammar and employability skills together. They can then separate into small occupation-specific groups for individualized technical vocabulary instruction.
2. The ESL teacher can teach VESL right from the shop area.

ASSIGNMENT SHEET

COUNSELING

List as many things as you can that a counselor can do to serve LEP students more effectively.

ASSIGNMENT SHEET - ANSWERS

COUNSELING

List as many things as you can that a counselor can do to serve LEP students more effectively.

Counselors can:

- Make contact with LEP students' homes
- Monitor their progress
- Learn to greet them in their native language
- Learn to pronounce their names correctly
- Become acquainted with the ethnic communities
- Read about the students' cultures
- Get the assistance of a reliable interpreter

DISCUSSION QUESTIONS AND ANSWERS

COUNSELING

QUESTION: Why must the role of counselors now change?

ANSWER: Because more and more students do not have the support they need from their homes.

QUESTION: Why are LEP students a greater challenge?

ANSWER: Because of their language and cultural differences.

QUESTION: What kinds of community referrals should counselors of LEP students be prepared to make?

ANSWER:

1. Discrete immigration assistance
2. Social services in the native language
3. Health services in the native language

ASSIGNMENT SHEET

PLACEMENT

1. What are the 3 roles of a placement specialist of LEP students?

2. What kinds of employability problems do some LEP students have?

3. List ways to provide employability instruction to LEP students.

ASSIGNMENT SHEET - ANSWERS

PLACEMENT

1. What are the 3 roles of a placement specialist of LEP students?

   1. Counsel students for employability problems related to cultural differences.
   2. Place LEP students into appropriate situations or settings.
   3. Counsel employers about how to work successfully with the LEP employees.

2. What kinds of employability problems do some LEP students have?

   Problems related to punctuality, dress, grooming, hygiene, language ability, and general workplace procedures.

3. List ways to provide employability instruction to LEP students.

   via:

   - One-to-one counseling
   - Small group sessions
   - Large group sessions
   - Field trips
   - Translated written and A-V materials

DISCUSSION QUESTIONS AND ANSWERS

PLACEMENT

QUESTION: What are examples of ways placement specialists place LEP persons into appropriate situations?

ANSWER:

1. An LEP appliance repair technician might be placed initially into commercial rather than residential situations.
2. An LEP cosmetology student may be placed into a manicurist position until enough English is learned to pass the state licensing exam.
3. A business education student may work as a word processing operator until the English language skills and financial resources are acquired to continue on to computer programming.

QUESTION: How can placement specialists counsel employers?

ANSWER: The placement specialist should prepare the employer for a foreign accent and some cultural information, such as:

- A Southeast Asian employee may interpret a reprimand as a dismissal
- A foreign accent is not an indication of a lack of competence
- Employers should take an interest in learning about their employees' cultures and should try to accommodate their religious and dietary customs
- Employers should also learn to greet their employees in their native language and to pronounce their names correctly

ASSIGNMENT SHEET

COORDINATION

1. Who is usually responsible for coordinating services for LEP students?

2. What are some immediate practical things an administrator can do to begin to address the needs of LEP students?

3. From where can funds be solicited to improve services for LEP students?

ASSIGNMENT SHEET - ANSWERS

COORDINATION

1. Who is usually responsible for coordinating services for LEP students?

   The local or building administrator.

2. What are some immediate practical things an administrator can do to begin to address the needs of LEP students?

   - Identify all bilingual staff and students
   - Free up ESL teachers one period to get acquainted with career-vocational content
   - Arrange for foreign language classes to translate materials
   - Solicit volunteers from the ethnic community
   - Arrange for staff training

3. From where can funds be solicited to improve services for LEP students?

   - Federal, state, and county offices of education
   - Private and public foundations
   - Business and industry

DISCUSSION QUESTIONS AND ANSWERS

COORDINATION

QUESTION: What is the difference between intra- and inter-agency coordination?

ANSWER: Intra agency coordination is identifying and securing resources from within the school (e.g., bilingual students and staff and foreign language and ESL teachers).

Inter agency coordination is identifying and securing resources from outside the school (e.g., county office, other schools, ethnic organizations, the mass media, business and industry, religious organizations, and foundations).

QUESTION: How does one secure funds?

ANSWER:

1. Document your need for funding.
2. Contact appropriate resource development persons in your school or district.
3. Secure funding guides and Requests for Proposals.
4. Develop a proposal (with the assistance of an external evaluator or consultant, if necessary).

ASSIGNMENT SHEET

REVIEW

1. About how many people in the U.S. speak a native language other than English? _____

2. About how many are LEP? _____

3. What are the 7 components of the model program?

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

   6. _____

   7. _____

4. What are some ways to target recruiting for LEP students?

5. What 3 kinds of assessment should language assessment include?

6. Complete the Career-Vocational Educator Performance Assessment.

ADAPTED CAREER-VOCATIONAL INSTRUCTION

CAREER VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT

In adapting instruction for LEP students, the teacher–	Level of Performance Good Fair Poor
Provided bilingual instruction by–	
1. Greeting students in their native language	( ) ( ) ( )
2. pronouncing students' names correctly	( ) ( ) ( )
3. securing and using bilingual tutors appropriately	( ) ( ) ( )
4. getting translations of materials	( ) ( ) ( )
5. getting safety signs translated	( ) ( ) ( )
6. providing bilingual dictionaries	( ) ( ) ( )
Simplified spoken English by–	
7. speaking at a normal volume	( ) ( ) ( )
8. speaking a bit slower	( ) ( ) ( )
9. avoiding unnecessary slang	( ) ( ) ( )
10. using demonstrations appropriately	( ) ( ) ( )
11. using visual aids appropriately	( ) ( ) ( )
12. providing written outlines of lectures	( ) ( ) ( )
13. using short sentences	( ) ( ) ( )
14. using numbered sequences for steps	( ) ( ) ( )
15. using yes-no types of questions	( ) ( ) ( )
16. getting verbal confirmation that they understood	( ) ( ) ( )

7. What kinds of things are taught in a VESL class?

8. What special things can counselors do to help LEP students?

9. What are the 3 roles of a placement specialist of LEP students?

10. What are some immediate practical things an administrator can do to begin to address the needs of LEP students?

ASSIGNMENT SHEET - ANSWERS

REVIEW

1. About how many people in the U.S. speak a native language other than English?
   40 million

2. About how many are LEP? 1/3-1/2 of the 40 million

3. What are the 7 components of the model program?

   1. Recruitment
   2. Assessment
   3. Adapted career-vocational instruction
   4. Vocational ESL
   5. Counseling
   6. Placement
   7. Coordination

4. What are some ways to target recruiting for LEP students?

   - Translate printed recruiting materials and media presentations
   - Make use of the foreign language mass media (e.g., newspapers, radio, and T.V. talk shows, PSA's, etc.)
   - Enlist help of ethnic community

5. What 3 kinds of assessment should language assessment include?

   1. Oral English
   2. English literacy
   3. Literacy in the native language

6. Complete the Career-Vocational Educator Performance Assessment.

ADAPTED CAREER-VOCATIONAL INSTRUCTION

CAREER VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT

Most of your discussion should focus on the "Career Vocational Educator Performance Assessment." Below are the reasons behind our conclusions.

In adapting instruction for LEP students, the teacher–	**Level of Performance** Good	Fair	Poor
Provided bilingual instruction by–			
1. Greeting students in their native language	( )	(X)	( )
Explanation: He greeted only Hispanic students in their native language. He neglected the Asian students.			
2. pronouncing students' names correctly	( )	(X)	( )
Explanation: He pronounced one of the Asian student's names correctly; struggled with the second; and addressed the third Asian student as "You."			
3. securing and using bilingual tutors appropriately	( )	(X)	( )
Explanation: He did, indeed, secure a bilingual peer tutor for his Spanish-speaking student, but he placed them in a distracting place. Also, he made no bilingual tutoring provisions for the Asian students.			
4. getting translations of materials	(X)	( )	( )
Explanation: He did a good job of securing auto mechanics texts in both Spanish and Vietnamese.			
5. getting safety signs translated	( )	( )	(X)
Explanation: Safety signs were in English only			
6. providing bilingual dictionaries	(X)	( )	( )
Explanation: He provided both Hispanic and Vietnamese students with bilingual dictionaries.			

Simplified spoken English by–

	Good	Fair	Poor
7. speaking at a normal volume	( )	( )	(X)

Explanation: He attempted to help an LEP student to understand a question by raising his voice.

8. speaking a bit slower	( )	(X)	( )

Explanation: He could have slowed down a bit more without becoming annoying to English-speaking students.

9. avoiding unnecessary slang	( )	( )	(X)

Explanation: He used unnecessary slang frequently. Examples:
-"cover"
-"get down and do it"
-"do the whole nine yards"

10. using demonstrations appropriately	( )	(X)	( )

Explanation: Since the class took place in the theory room, he did not really have enough equipment to make effective demonstrations. He did, however, demonstrate how the tools are used by handling the actual tools in front of the class.

11. using visual aids appropriately	(X)	( )	( )

Explanation: He showed the actual objects he was discussing.

12. providing written outlines of lectures	( )	(X)	( )

Explanation: He listed his major points clearly and briefly on the board, but did not refer to it.

13. using short sentences	( )	(X)	( )

Explanation: He needed to pause more between phrases.

14. using numbered sequences for steps	( )	(X)	( )

Explanation: Although he listed the tools he was reviewing, he did not number them. The lesson did not really lend itself to any particular kind of sequencing.

	Good	Fair	Poor
15. using yes-no types of questions	( )	( )	(X)

Explanation: He asked complicated questions that required long answers.

16. getting verbal confirmation that they understood	( )	( )	(X)

Explanation: He did not seem to care whether or not the class understood. he relied on the lack of questions to decide that they understood.

7. What kinds of things are taught in a VESL class?

-Technical vocabulary
-Relevant grammar
-Job-related cultural information

8. What special things can counselors do to help LEP students?

-Make contact with LEP students' homes
-Monitor their progress
-Learn to greet them in their native language
-Learn to pronounce their names correctly
-Become acquainted with the ethnic communities
-Read about the students' cultures
-Get the assistance of a reliable interpreter

9. What are the 3 roles of a placement specialist of LEP students?

1. Counsel students for employability problems related to cultural differences.
2. Place LEP students into appropriate situations or settings.
3. Counsel employers about how to work successfully with the LEP employees.

10. What are some immediate practical things an administrator can do to begin to address the needs of LEP students?

-Identify all bilingual staff and students
-Free up ESL teachers one period to get acquainted with career-vocational content
-Arrange for foreign language classes to translate materials
-Solicit volunteers from the ethnic community
-Arrange for staff training

A MODEL PROGRAM FOR

SERVING LEP STUDENTS

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Script for Videotape

Olentangy Productions, Inc.
Columbus, Ohio

BEST COPY AVAILABLE

LEP Introduction

AUDIO

(RAGTIME MUSIC WITH OLD-STYLE LETTERED BILLBOARDS)

America; in the first half of the 20th century...hardworking... growing...culturally diverse.

In order to survive, even prosper, immigrants and workers didn't need extensive English language or technical skills.

In the city or on the farm, all that was required was motivation, and the ability to work long hours.

(SLOW FADE TO BLACK, MUSIC CHANGE, VOICEOVER BEGIN)

Times have changed.

Unskilled labor is less in demand than ever.

Factory workers are replaced with sophisticated machines. An overseas workforce is utilized.

Fewer workers produce more goods in less time.

The need for farm workers has steadily decreased over the past 40 years.

The number of hours spent on the farm per worker is one quarter of what it used to be. At the same time,

productivity has increased by
nearly 60 per cent.
Hospitals, airports, hotels and offices
are computerized, mechanized, more
sophisticated than ever before.
The bottom line?
Today's workers need job skills in
addition to the ability to interact
in English.

There are nearly 40 million people in
the U.S. who speak a native language
other than English.
These persons are Hispanic, Asian,
European, Middle Eastern, African,
Native American and West Indian.
It is estimated that one-third to
one-half of these people are
"Limited English Proficient", or L.E.P.

LEP persons are individuals born
in a country where English is NOT
the primary language; or were raised
in an environment in THIS country where
English is not the dominant language.
They experience difficulty in
understanding, speaking, reading or
writing English.
As a result, LEP individuals encounter
significant barriers to education and

employment.

In California, for example, one out of every six public school students is Limited English Proficient.
When compared to the national average, LEP persons are more likely to perform below the expected grade level, drop out, and be underemployed or unemployed.
They struggle not only with English, but with cultural differences and discrimination.
Reports indicate that due to higher-than-average birthrates among LEP populations and an expected influx of 1 million immigrants per year, the number of LEP persons in the U.S. will continue to rise... dramatically.

In the past, LEP persons could get along without special help. But due to the changing nature of our work force, it is critical that today's workers have both strong language and technical skills.
Most LEP persons have neither.
Luckily, through the hard work and dedication of researchers; federal, state and local educators;

community-based organizations and employers, there is a comprehensive model that can help LEP students stay in school, prepare for both employment and post-secondary studies, and learn English.

You can implement the seven components of this model quickly, economically, and effectively.
In many cases you simply need to adapt methods already used with your English-speaking students.
The seven components of the model program are:
Recruitment, Assessment, Instruction, VESL, Counseling, Placement and Coordination.

END OF INTRODUCTION

LEP Component One

AUDIO

The first component of the model program is RECRUITMENT; targeted specifically to LEP individuals.
One of the biggest problems faced by LEP as well as other special populations, is lack of adequate knowledge about and access to career vocational education.
Effectively promoting your career vocational program to LEP persons requires that you use a WIDE VARIETY of recruitment techniques;
ADAPT these techniques to your target population; and always PROVIDE INFORMATION OF INTEREST to them.
Tell them if your program offers
bilingual tutoring,
English language classes,
counseling,
placement,
and child care.
Include an Equal Educational Opportunity statement so that LEP's realize that they are especially welcome.

The most effective recruitment tools fall into five categories.

PRINTED MATERIALS include brochures, fliers, posters and signs.

For example, a brochure promoting ESL services for adults uses the same multilingual cover, but the contents are available in seven versions: English, French, Spanish, Chinese, Vietnamese, Farsi and Arabic.

Designed by a professional artist, then typeset, the brochures are printed in black ink on 8 1/2 by 11 colored paper, folded in thirds.

Another brochure, promoting adult and vocational programs, uses completely separate versions for English and Spanish, on stapled 8 1/2 by 11 white sheets.

This schedule of career and continuing education programs is printed on newsprint in English, however small sections of interest to LEP populations are printed in the native language.

Fliers and posters should also be bilingual, multilingual, or produced in separate versions for each language. Professional typesetting isn't always necessary. Excellent results can be obtained using word processing

or desktop publishing.

The second recruiting tool is MEDIA PRESENTATIONS. These normally include slide/tape or videotape productions.
Slide/tape presentations are relatively simple and economical to make. They're especially easy to adapt for different language groups. This recruiter carries a multilingual slide/tape presentation with her on school visits. Since she speaks only English, all she has to do is change the cassette tape for each different language.
Bilingual students assist with questions and answers.

Videotape productions are less simple and more costly to produce, but they too can be made in different languages during the editing process. High quality video footage can serve a dual purpose when used to put together multilingual public service announcements for broadcast or cable TV.

The third approach to recruiting is to offer SPECIAL PROGRAMS.

These could include multilingual open houses, tours of your facility, and presentations to outside community groups.
Social and service organizations are always looking for guest speakers with brief, informative programs.

Successfully using the MASS MEDIA can be a challenge, but it CAN BE DONE! The key is to establish and maintain frequent, ongoing contacts. Many communities now have foreign language radio or TV stations.
In other areas, stations may assign certain hours to non-English broadcasts. Schedules may be difficult to find, so ask your existing clients, and contact local ethnic organizations about broadcast times. Or search the Yellow Pages, newsstands, radio and TV listings. Once you've made contact, FOLLOW UP! Public affairs personnel are flooded with requests to broadcast PSA's. News departments need stories of genuine interest, not just PR.
An on-going, professional, persistent attitude will improve your chances for media exposure.

In an attempt to increase Hispanic enrollments, this creative recruiter participated in a talk show at a Spanish-language radio station. With the help of an interpreter, she described the local career vocational education programs and answered call-ins. In just a few weeks, the number of Hispanic applicants increased dramatically.

Recruiters should also make use of the print media. Send brief public service announcements and news releases to both regular and ethnic newspapers. In some places, non-English language reporters will translate material for you. Try sending an interesting article about your program to the education editor. But make sure your article is newsworthy! Concentrate on "success stories" and highlight your program's unique activities.

The fifth approach to recruiting is to develop COMMUNITY OUTREACH. Contact ethnic community-based organizations and ask them to help distribute your translated promotional materials. Ask to visit their center to present

your bilingual slide/tape program.

See if merchants in the ethnic community are willing to display your poster. Clergy can also be a valuable resource. They're usually eager to make announcements or help distribute fliers and brochures.

Your goal in using any or all of these techniques is to "get the word out". You can't begin to serve LEP persons unless they know you exist. RECRUITMENT is that vital first step in building a model program.

END OF RECRUITMENT

LEP Component Two

AUDIO

The model's second component is ASSESSMENT.

It is almost never possible to use the same assessment instruments and procedures that you use for English-speaking students.

And federal regulations require that no student may be excluded from ANY vocational education activity because of limited English proficiency.

A minimum of TWO kinds of assessment are needed:

Language proficiency

and Vocational interest and aptitude.

Evaluating language proficiency will determine WHETHER vocational assessment and instruction need to be conducted in the native language; WHEN written translations are appropriate; and IF English as a Second Language (ESL) is needed.

But remember: Language assessment should NEVER be used to exclude LEP students from participating in career vocational education.

Language proficiency assessment should

include tests of oral English skills, English literacy, and literacy in the native language. Such tests can be either formal or informal.

Some formal English proficiency tests have been developed specifically for LEP students. Although only an ESL instructor or someone with the necessary training should attempt to administer them, career-vocational education personnel should get the results of any such test. Career-VocEd teachers can also get direct, first-hand knowledge of how much English an LEP student actually knows by conducting a brief, individual, oral interview with each student, and rating him or her on a scale of 1 to 5. This technique is an adaptation of one used by the Foreign Service Institute.

A Level 1 student knows little or no English. At Level 5, the student speaks and understands English as well as a native speaker. Levels 2, 3, and 4 are a bit harder to distinguish, but the following guidelines should help. Level 2 students often understand less than half of what they hear.

They hesitate frequently, make serious errors, and rarely can answer with complete phrases.

At Level 3, students understand most of what they hear. They hesitate or search for words at times, but their mistakes are less serious.

Level 4 students understand all of what they hear and rarely hesitate. Their mistakes are usually limited to a few prepositions.

Using the 5-point scale, take a moment to rate the following interview.

(INTERVIEW SEGMENT)

This student would probably be rated at a high level 2 or a low level 3. Although she did understand the questions, she had difficulty responding. She hesitated a lot, left out many words, and made serious grammatical errors.

To find out how well your LEP students read English, get the results of any ESL literacy tests they may have taken.

You can also assess their literacy yourself, using an informal "cloze" test.

Choose a written passage about 250 words long. Leave the first sentence intact, but thereafter delete every 5th word.

If students can fill at least 60 per cent of the blanks with ANY appropriate word, they are probably literate enough in English to benefit from texts and other written materials.

It's also important to assess the students' literacy in their OWN language. How else will you know whether they will benefit from translated materials? Students who can read their own language should have an easier time learning to read English.

Formal literacy tests in other languages are hard to find and even harder to score. Try making a cloze test with the help of a bilingual colleague. Or have your district's bilingual department make an instrument like this one developed by the Center for Applied Linguistics. All students have to do is recognize which language is theirs and answer the two questions.

After assessing language proficiency, assess vocational interest and aptitude. You'll need to determine WHETHER placement into a career-vocational program is appropriate, and WHICH program is best.

Vocational assessments may be formal or informal, but they MUST be available in the students' native language.

Many well-known standardized Vocational assessments are now available in other languages. But they may not be available to you, or in the language you need.

In such cases, LEP students should be interviewed informally, in their native language if necessary, to determine their interests and past work-related activities.

When assessment is complete, decisions can be made. Vocational assessment determines in WHICH programs to place students.

Language assessment determines HOW MUCH bilingual, ESL, and other adapted instruction is needed.

In general, bilingual instruction or tutoring is needed for students

whose oral English proficiency is at Level 1 or 2. A Level 3 student could also benefit from some occasional clarification and materials in the native language. And English as a Second Language instruction is necessary for students whose proficiency levels are 1, 2, or 3.

END OF ASSESSMENT

LEP Component Three

AUDIO

Career-vocational INSTRUCTION should be adapted so that students can UNDERSTAND. This does not mean that the content should be watered down or that standards should be lowered for LEP students.

Adapting your teaching methods can be done in two ways:

Providing bilingual instruction, and simplifying your English.

Although several effective language learning programs are available, just learning to greet all your students in their native language and to pronounce their names correctly is important.

You don't have to be bilingual in order to provide bilingual or even multi-lingual instruction...just creative and perhaps a bit courageous.

Get assistance from bilingual peers, teachers, aides, and community volunteers.

Order bilingual materials from publishers and distributors.

Or make use of materials developed by other schools or districts.

Put up bilingual labels and signs in all classrooms and work areas... especially safety signs.

Provide students with bilingual dictionaries.

Develop your own materials with the help of students, aides, language teachers and friends.

Try translating titles, key phrases, captions and brief summaries.

Produce bilingual audio and videotapes. Or get some card readers, such as this Language Master, for your students to use. (BRIEF EXAMPLE)

Another way to adapt instruction is to simplify both your spoken and written English. Speak at a normal volume, but at a slower pace. (BRIEF EXAMPLE)

Avoid using unnecessary slang.

When giving a lecture, provide your students with a written outline to follow. As much as possible, use short sentences and numbered sequences.

Make extensive use of demonstrations and visual aids. (BRIEF EXAMPLE)

Re-structure your questions into the yes/no and either/or type. (BRIEF EXAMPLE)

GET verbal confirmation that your students understand, and GIVE verbal confirmation back to them.

(BRIEF EXAMPLE)

Simplifying written English is also easily accomplished. Try turning narrative passages into a list of steps. Keep lists short, separating or adding facts as necessary. Replace pronouns such as "it" with nouns. Enhance the material with visuals, and use large, clear print.

Design supplementary activities, such as simple crossword puzzles, matching and cloze exercises.

Remember, you should combine as many of these techniques as you can in order to provide effective instruction to LEP students.

Take a few moments to evaluate how well this teacher follows the two basic principles of:

Providing bilingual instruction, and simplifying English.

(EXERPTS FROM CLASS)

END OF INSTRUCTION

LEP Component Four

AUDIO

The purpose of "vocational English as a second language", or VESL, is to teach the English skills needed to survive in a career-vocational education class and on the job.

Examples of VESL are
auto mechanics ESL,
word processing ESL, and
culinary arts ESL.

VESL incorporates technical vocabulary, relevant grammar and job-related cultural information. It should be taught by a trained ESL professional.

Since the purpose of VESL is to help LEP students succeed in career vocational classes, it's up to the VocEd teacher to approach the ESL teacher for assistance. ESL teachers will more than likely be happy to help, but you should be sensitive to their workload and schedule.

VESL instruction should begin with some kind of joint planning by career vocational and ESL teachers. Such planning may be formal...

(SEGMENT OF MEETING)

or planning may be informal.

(BRIEF EXAMPLE)

Watch this ESL teacher as she plans a VESL lesson from the vocational materials she received.

(EXAMPLE OF PLANNING)

Since there are few VESL materials commercially available, most teachers adapt existing vocational and general ESL materials.

There are many ways to provide VESL instruction. This VESL class has students from several different occupational areas. Students learn about grammar and general employability skills, then separate into small groups to practice vocation-specific technical vocabulary.

This ESL teacher has so many students taking auto mechanics that she provides VESL classes right in the shop area.

(EXAMPLE FROM CLASS)

And, as with other components in our model program, VESL is often enhanced through the use of computers, audio tapes and card readers. These tools facilitate individualization by both vocational area and language level.

END OF VESL

LEP Component Five

AUDIO

The fifth component of the model program is COUNSELING and SUPPORT SERVICES that take into account the special needs of LEP students.

Research shows that counselors can play a critical role in preventing at-risk students in the general population from dropping out of school. But in order to do this, the role of counselors must change. Significant numbers of students live in abusive or negligent home situations. Almost of necessity, counselors and other school staff must provide the caring and concern that may otherwise be missing. Obviously, due to language and cultural differences LEP students present an even greater challenge. Counselors must take the time, make the commitment, and get the proper training to provide LEP's the attention they so desperately need. LEP students need someone who truly understands what it's like to live in a strange culture and deal with a difficult language. They need someone who understands the conflicts between

outside school and job pressures, and families trying to maintain native language and culture. And they need someone to take a personal interest and involvement, by making regular contact with student's homes, keeping track of grades, and monitoring absences.

Some counselors now search out truant students and bring them back. Others even give students their home phone phone number.

Of course it is preferable that counselors be able to communicate with students and parents in their native language. But that's not always possible. As a start, counselors, like teachers, should learn to greet LEP students in their native language, and pronounce their names correctly.

Incorporating the following techniques will greatly increase a counselor's effectiveness.

Learn about each student's culture and customs.

Become well acquainted with the ethnic community's social, health, educational and immigration services.

Gain access to a reliable and sensitive interpeter.

Be willing to get support and assistance from other reliable bilingual and bicultural professionals and groups. Perhaps most important, share this information with the LEP's career-VocED teachers.

Taking a personal interest in helping each LEP student may mean altering one's attitudes and perceptions. For example, when working with Asian-Americans it's important for counselors to look beyond the success myth and try to understand the true Asian experience in America. Our popular image of Asian Americans is that of a highly motivated, successful minority group that has "made it". Yet a closer look reveals that many Chinatowns are in fact ghetto areas with deplorable social and economic conditions.

Counselors must make the effort to learn as much as possible about their student's culture, background and home environment. Only then can counselors determine the best ways to meet the needs of the LEP student and the student's family.

END OF COUNSELING

LEP Component Six

AUDIO

The sixth component of a model program is job or post-secondary PLACEMENT that is geared to the special needs of LEP persons. Placement concerns fall into three main categories.

First, anticipate and counsel for employability or adjustment problems arising from cultural and language differences.

LEP students must be counseled for potential employability problems related to dress and hygiene, punctuality, space, verbal and non-verbal communication, and general workplace procedures and culture. For example, a group of Hispanic students may be counseled to arrive early for employment interviews and not to bring any friends or relatives along. They may also need to be told not to overdress for a job situation or wear too much jewelry or cologne.

A group of Asian students may be counseled not to work through breaks or give gifts to employers.

Other students may be reminded about

the importance in the U.S. of using anti-perspirant regularly.
ALL LEP students should be encouraged constantly to improve their English skills.

Second, place students into APPROPRIATE kinds of job or post-secondary settings. For example, a skilled appliance repair technician who cannot communicate well in English might fare better initially in a commercial or shop environment, rather than in a residential setting. Perhaps this skilled cosmetology students limited English prevents her from passing the licensing exam and gaining employment. Such a student should be permitted to formally perform manicures and shampoos until the exam is passed.
Some office education students may wish to further their studies in computer programming but lack the necessary language skills and financial resources. A position as a bilingual word processor operator would give them the opportunity to improve their English and earn the tuition.

And third, counsel employers, other

employees, and post-secondary personnel about how to work successfully with an LEP person.

For example, the placement specialist may need to explain to an employer that a Southeast Asian employee might misinterpret a reprimand as a dismissal and therefore not return to work.

The placement specialist may also recommend to employers of LEP persons that providing an additional microwave oven in the company lunchroom for spicy ethnic dishes may ward off potential problems.

Employers of ANY LEP students should be reassured that a foreign accent is no indication of a lack of competence or reliability. And employers should be encouraged to learn about and show an interest in their employees cultures. And like educators, employers should be given tips in how to greet their LEP employees, pronounce their names correctly, and how to adapt signs, instructions, and "on the job" training.

Preparing LEP students for their transition to work or further education can be done individually, in small groups, or in large classes.

But like career-vocational education teachers and other counselors, the placement specialist must have the means to:

Provide key information about job opportunities to the student in the native language;

Prepare written materials and audio-visual presentations;

arrange field trips;

and invite guest speakers, including ethnic role models, from business and industry.

Above all, DON'T wait until the END of a program to begin the placement process.

Employability skill development should be an ongoing process that begins with technical skill development.

END OF PLACEMENT

LEP Component Seven

AUDIO

The seventh and final component of our model program is COORDINATION of all components...through intra-agency and inter-agency cooperation.

Intra-agency collaboration would include identifying and securing needed resources within the school, such as bilingual education, ESL, and foreign language personnel.

Inter-agency cooperation would include identifying and securing needed resources from the county office of education, community-based organizations, local business and industry, state and national associations, resource centers and government agencies.

Coordinating services for LEP students is usually one of the many responsibilities of a local administrator. However, research shows that LEP students are served more effectively when ONE person is designated whose sole responsibility is to coordinate resources and services for LEP vocational students.

This individual may work at the school, district, or even state level, depending on the size of the school system and number of LEP persons to be served.

Regardless of who is responsible, it is up to this person to make sure that:

-Goals related to LEP's are part of the plans.

-Recruitment, assessment, VocEd instruction, ESL instruction, counseling and placement are adapted and coordinated.

-Support is immediately available to meet the needs of the LEP student.

-Funding sources for future programs and activities are identified and accessed.

-Evaluation procedures are in place to measure how well LEP students are being served.

Whoever is responsible for the LEP's, this person should make sure that LEP issues are well documented, and included in all relevant agendas, goals, memos, plans, meetings and documents.

Other functions of the coordinator include reviewing the six other components of the model program to

identify strategies for intra and inter-agency collaboration to provide those services.

Begin by identifying all bilingual staff and students in the school and let counselors know so they can schedule classes where LEP students can benefit from the assistance of these peers and staff.

Make arrangements to free ESL teachers from one period of teaching so they can familiarize themselves with career-vocational education content and language, and develop VESL curriculum and materials.

Arrange for foreign language classes to translate materials for vocational classes.

Contact ethnic community organizations and solicit bilingual volunteers.

And arrange for some immediate inservice training for everyone involved.

Remember, career-vocational education teachers need to learn more about LEP's; bilingual and ESL teachers need to learn about VocEd; counselors need to learn more about both!

As administrator or coordinator, you

can't function in isolation. You should participate in or visit classes; join in multicultural activites; and strive to learn student's names or greet them in their native language.

Once the most immediate needs are being assessed, you need to look for ways to build a more comprehensive and longterm program for LEP students. This usually means looking for additional funds.

Money to improve vocational programs for LEP students can come from:

- the federal government,
- state government,
- local offices of education,
- private and public foundations,
- and business and industry.

If you are interested in securing funds, document the need and contact the appropriate resource development office in your district to secure funding guides and requests for proposals.

Be sure to document not only your needs, but your successes. If funds are available, engage an external evaluator to monitor your implementation as well as your outcomes at the end of each fiscal year.

Such documentation can strengthen and improve services for LEP students as well as help leverage additional funding resources.

(END OF COORDINATION, MUSIC START)

From whichever country, for whatever reason, they are coming here - to America. Some to join family and friends. Many looking for opportunity, or the fulfillment of a dream. All simply want a chance for a different, hopefully better life.

Career-vocational education can provide this chance through a comprehensive program of Recruitment, Assessment, Instruction, ESL, Counseling, Placement, and Coordination, designed to provide LEP individuals with the skills necessary to survive..and succeed.

By implementing this program, we enhance their lives...and enrich our own.

(MUSIC UP FULL, CLOSE SEQUENCE/CREDITS)

END OF PROGRAM